**No. 1 - completed**  **Career Academy Integrated Unit Plan**

**Academy Name: WEB DESIGN & DIGITAL DESIGN MEDIA ACADEMY-** **School: SEABREEZE HIGH SCHOOL**

|  |
| --- |
| Integrated Unit Plan Title: After reading the “Crucible”, the student will research examples of hysteria from American history, and then use their research to create a web site following the activities below. |
| Courses to integrate: WEB DESIGN 1 & ENGLISH 2 or 3 |
| Grade Level: 10th and/or 11TH |
| Timeline & Duration: 1ST QTR. RESEARCH 2 WEEKS -- 2ND QUARTER – (LAST 3 WEEKS IN HTML) |

|  |
| --- |
| Unit Summary:   1. Research your examples of hysteria from America’s history. 2. Document any important information that you encounter during your research. 3. Answer the questions listed on your web page about your example of hysteria. 4. Prepare to share your research BY creating a web site depicting the 4 areas listed in the Web Quest  OR ADD 2 others, such as the Concentration Camps, or in the U.S. illegal’s coming into US |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview of Activities/Lessons per Course** | | | | |
| Course | WEB DESIGN 1 | English 3 | Digital Design 1 |  |
| Activity/Lesson | The students will research 4 following web sites to research 4 examples of  Hysteria (which took place during different periods of history. Noting how the hysteria began, who was the target group, cause and effect. (who, what, when, where).  Five students will be assigned to one of the 4 examples of Hysteria.. | Students will read the “Crucible” –Hysteria causes will be discussed. | Students will create a  Poster depicting the  Design a “wanted poster” for one of the characters in the  Book. |  |
| Activity/Lesson | * 1. [The Salem Witch Trials - Witches](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch2.htm)   2. [Japanese American internment during WWII](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch1.htm) – Hunting Japanese   3. [McCarthyism, "Red Scare"](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch4.htm) - Hunting Communism   4. [The Aftermath of September 11th, 2001](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch3.htm) – Muslims? Terrorists |  | The poster must be a drawing of who the character is, what they did to be called a witch, what they think they would look like, their name, background, etc. |  |
| Activity/Lesson | Students will create a web site that announces what actually caused the hysteria against the specific group of people that they were researching. Create a public service Web Site stating facts and criteria about the target group. (rubric attached) Bounty Hunter, propaganda, who to contact; pictures; example: Crime Stoppers.  Depending on the time in History how would they contact people in charge? What important information would the people need to know in the community in order to contact someone– what info needs to be given…  Make sure your Web Site is time period specific--- |  |  |  |

**Lesson Instructions for \_\_WEB DESIGN 1\_\_\_\_ (course):**

|  |
| --- |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant): 14.01—14.08; 15.01—15.10; 16.01—16.07; 23.01—23.02; 25.01—25.10; 27.01—27.05; 28.01—28.05; 32.01—32.12; 36.01—36.05; 74.01—74.03** |
| **Instructions to Teacher:**  1. Research should begin after the student has read the “Crucible” so they are familiar with  what happens during “hysteria” of the “Witch” hunts.  Student will research  [The Salem Witch Trials - Witches --](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch2.htm) [Japanese American internment during WWII](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch1.htm) –Japanese [McCarthyism, "Red Scare"](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch4.htm) - Hunting Communism [The Aftermath of September 11th, 2001](http://chalk.richmond.edu/education/projects/webquests/hysteria/sresearch3.htm) – Muslims? Terrorists  2. After the student has finished lesson 4 in HTML he should be able to make a “Crime Stopper” type web site. |
| **Instructions to Students:** Students will create a web site that announces what actually caused the hysteria against the specific group of people that they were researching. Create a public service Web Site stating facts and criteria about the target group. (rubric attached) Bounty Hunter, propaganda, who to contact; pictures; example: Crime Stoppers.  Depending on the time in History how would they contact people in charge? What important information would the people need to know in the community in order to contact someone– what info needs to be given…  Make sure your Web Site is time period specific--- |
| **Instructions for Student Accommodations:**  Students may be grouped together if necessary with other students depending on the disability. |
| **Assessment for Activity:**  **Rubric attached --** You will be evaluated in three categories:30 points - Individual research on example of hysteria in history. 35 points - Group hysteria prevention proposal. 35 points - Group hysteria management proposal  **Research Rubric**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Poor**  **1 point** | **Fair**  **4 points** | **Good**  **7 points** | **Excellent**  **10 points** | **Score** | | Evidence of Research  (10 points) | Evidence of 0-1 links visited. Directions for links were not followed. | Evidence of 1-2 links visited. Some of the directions for links were followed. | Evidence of 3-4 links visited. Most of the directions for links were followed | Evidence that all links provided were visited. All of the directions for links were followed. |  | | Historical Accuracy of Answers  (10 points) | 2-3 historical inaccuracies. No evidence of understanding the historical event. | 0-1 historical inaccuracies. Limited evidence of understanding the historical event. | No historical inaccuracies. Some evidence of understanding the historical event. | No historical inaccuracies. Thorough evidence of understanding the historical event. |  | | Quality of Answers  (10 points) | Poor analysis and interpretations of historical event not supported by research. | Partial analysis and interpretations of historical events insufficiently supported by research. | Sufficient analysis, but lacks evidence of higher level thinking. Interpretations of historical events supported by research. | Exceptional analysis and evidence of higher level thinking. Interpretations of historical evidents supported by research. |  |   **Prevention Proposal Rubric**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Poor**  **1 point** | **Fair**  **3 points** | **Good**  **5 points** | **Excellent**  **7 points** | **Score** | | Process of prevention proposal  (7 points) | Process not explained. Porposal not feasible. Illogical sequence and insufficient amount of steps. | Process explained, but most parts unclear. Proposla may not be feasible. Illogical sequence of steps. | Process explained, but some parts unclear. Porposal is feasible. Steps are logical but lack depth. | Process thoroughly explained. Proposal is feasible. Logical sequence of steps. |  | | Justificaiton of prevention proposal  (7 points) | Addresses few or no persons involved. Fails to consider school or community reaction | Addresses some persons involved. Little consideration of school community reaction. | Addresses most persons involved. Some consideration of school and community reaction. | Addresses all persons involved. Consideration of school and community reaction. |  | | Support from individual research  (7 points) | Proposal not supported by research. No examples of support. | Proposal partially supported by research. Few examples of support. | Proposal mostly supported by research. Some examples of support. | Proposal fully supported by research. Numerous examples of support. |  | | Expected results from prevention proposal  (7 points) | Unrealistic expectations. Fails to address problem. | Idealistic expectations. Address some aspects of problem. | Realistic expectations. Addresses most aspects of problem. | Realistic expectations. Fully addresses problem. |  | | Technical Accuracy  (7 points) | Numerous grammatical errors. | Some grammatical errors. | Few grammatical errors. | No grammatical errors. |  |   **Hysteria Management Proposal**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Poor**  **1 point** | **Fair**  **3 points** | **Good**  **5 points** | **Excellent**  **7 points** | **Score** | | Process of hysteria management proposal  (7 points) | Process not explained. Proposal not feasible. Illogical sequence and insufficient amount of steps. | Process explained, but most parts unclear. Proposal may not be feasible. Illogical sequence of steps. | Process explained, but some parts unclear. Proposal is feasible. Steps are logical but lack depth. | Process thoroughly explained. Proposal is feasible. Logical sequence of steps. |  | | Justification of hysteria management proposal  (7 points) | Addresses few or no persons involved. Fails to consider school or community reaction | Addresses some persons involved. Little consideration of school community reaction. | Addresses most persons involved. Some consideration of school and community reaction. | Addresses all persons involved. Consideration of school and community reaction. |  | | Support from individual research  (7 points) | Proposal not supported by research. No examples of support. | Proposal partially supported by research. Few examples of support. | Proposal mostly supported by research. Some examples of support. | Proposal fully supported by research. Numerous examples of support. |  | | Expected results from hysteria management proposal(7 points) | Unrealistic expectations. Fails to address problem. | Idealistic expectations. Address some aspects of problem. | Realistic expectations. Addresses most aspects of problem. | Realistic expectations. Fully addresses problem. |  | | Technical Accuracy  (7 points) | Numerous grammatical errors. MLA format not followed. | Some grammatical errors. Some MLA format errors. | Few grammatical errors. Few MLA format errors. | No grammatical errors. MLA format correctly |  | |
| **Approximate Length of Time for Activity:**  **2 WEEKS (research) and 2 weeks for web site = 4 in all.** |
| **Materials Needed:**  **COMPUTERS, WEB SITES, RESEARCH** |
| **Resources Needed:**  **WEB QUESTS -** [**http://chalk.richmond.edu/education/projects/webquests/hysteria**](http://chalk.richmond.edu/education/projects/webquests/hysteria)  **Resources Needed**   1. Computers with Internet access; one computer per student is necessary. 2. A word processing program for the students to type their responses to questions as they research and work on their course of action proposal in class. 3. Printer with paper for the students to print out their responses to questions and course of action proposals. 4. Some kind of support for students who are inexperienced with technology and navigating the Internet; this support could be from a teacher, student, or technology specialist. 5. Some links have PDF extensions and require Adobe Acrobat or Adobe Acrobat Reader.   References  WWII Internment Timeline. [Online] Retrieved April 19, 2005 from <http://www.pbs.org/childofcamp/history/timeline.html>.  Pearl Harbor & WWII. [Online] Retrieved April 19, 2005 from <http://www.jainternment.org/ww2/pearl.html>.  A More Perfect Union: Japanese Americans and the U. S. Constitution. [Online] Retrieved April 19, 2005 from  <http://americanhistory.si.edu/perfectunion/non-flash/removal_crisis.html>.  Executive Order 9066. [Online] Retrieved April 19, 2005 from <http://www.pbs.org/childofcamp/history/eo9066.html>.  Presidential Letter of Apology. [Online] Retrieved April 19, 2005 from <http://www.pbs.org/childofcamp/history/clinton.html>.  The Salem Witch Trials 1692: A Chronology of Events. [Online] Retrieved April 19, 2005 from  <http://www.salemweb.com/memorial/>.  Salem Witch Trials: World Behind the Hysteria. [Online] Retrieved April 19, 2005 from  <http://school.discovery.com/schooladventures/salemwitchtrials/>.  Secrets of the Dead: The Witches Curse. [Online] Retrieved April 19, 2005 from  <http://www.pbs.org/wnet/secrets/case_salem/index.html>.  Petitions of Two Convicted Witches Awaiting Execution. [Online] Retrieved April 19, 2005 from  <http://www.law.umkc.edu/faculty/projects/ftrials/salem/SAL_E&P.HTM>.  Salem Witchcraft Trials: List of Dead and Death Warrant. [Online] Retrieved April 19, 2005 from  <http://www.law.umkc.edu/faculty/projects/ftrials/salem/ASAL_DE.HTM>.  Cases of Conscience Concerning Evil Spirits. [Online] Retrieved April 19, 2005 from  <http://etext.virginia.edu/salem/witchcraft/speccol/mather/mather.html>.  A History of Backlash Attacks Against Arabs and Muslims in America. [Online] Retrieved April 19, 2005 from  <http://www.hrw.org/reports/2002/usahate/usa1102-03.htm>.  U.S. Commission on Civil Rights Briefing on Boundaries of Justice: Immigration Policies Post-September 11th. [Online]  Retrieved April 19, 2005 from <http://www.thememoryhole.org/usccr/usccr_boundaries_justice_summ.htm>.  Raging Against the Other. [Online] Retrieved April 19, 2005 from <http://www.tolerance.org/news/article_hate.jsp?id=365>.  Poll Finds Many Want Restrictions on Arab Americans. [Online] Retrieved April 19, 2005 from  <http://seattlepi.nwsource.com/national/39371_arabpoll19.shtml>.  American Leaders Speak Out Against Backlash in Wake of September 11 Tragedy. [Online]. Retrieved April 19, 2005 from  <http://www.aaiusa.org/PDF/Quotes.pdf>.  The Fight for America: Senator Joseph McCarthy. [Online] Retrieved April 19, 2005 from <http://mccarthy.cjb.net/>.  McCarthyism or "The Red Scare." [Online] Retrieved April 19, 2005 from  <http://www.eisenhower.archives.gov/dl/McCarthy/Mccarthydocuments.html>.  Encyclopedia Definition: McCarthyism. [Online] Retrieved April 19, 2005 from  <http://encyclopedia.lockergnome.com/s/b/McCarthyism>.  Definition: McCarthyism. [Online] Retrieved April 19, 2005 from <http://www.spartacus.schoolnet.co.uk/USAmccarthyism.htm>.  Blacklisted. [Online] Retrieved April 19, 2005 from <http://www.spartacus.schoolnet.co.uk/USAred.htm>. |
| Attachments: Rubric and Web Site containing Web Quest as listed above. |

|  |
| --- |
|  |

**3. Lesson Instructions for \_Raisin in the Son\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course):**

|  |
| --- |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant): Equal housing, the American dream – after the 2nd world war.** |
| **Instructions to Teacher:** |
| **Instructions to Students:** |
| **Instructions for Student Accommodations:** |
| **Assessment for Activity:** |
| **Approximate Length of Time for Activity:** |
| **Materials Needed:** |
| **Resources Needed:** |
| Attachments: |

Duplicate as needed.

**3a – capstone projects - ???? what can we get for this**

**4. Lesson Instructions for \_The things they carried \_\_\_ (course):**

|  |
| --- |
| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  **Rigor & Relevance (quadrant): The Viet Nam war---** |
| **Instructions to Teacher:** Come up with a specific project, research a specific city in Viet Nam, how was the  Media involved, hippies, flower child, going into Canada. Speaker recon marine talking to things he carried. |
| **Instructions to Students:** |
| **Instructions for Student Accommodations:** |